


Update – June 2004

- NCLB
 - Employers Coalition
 - SB 154
 - Graduation Proposal
- 

No Child Left Behind (NCLB – January 2002)

- Academic Achievement
- Academic Content Standards
- Schools - Adequate Yearly Progress (AYP)
- Highly Qualified Staff
- Professional Development
- Drop Out

Employers Education Coalition

-----Coalition Formed in June 2002 - Report in December

- Summary of Report

- Education faces impending crisis driven by funding shortages, enrollment boon.
- Employer dissatisfaction with high school graduates entering the workforce.
- Education needs to refocus on core academics, coupled with increased emphasis on establishing a culture of academic achievement and discipline.

- Was the report about...

- Providing kids with a better education?
- Meeting the needs of employers?
- Or businesses paying more taxes?

Employers Education Coalition Report....

1. Student progress should be measured more on **competency and less on seat time**. Increased **accountability** needs to be implemented for students, teachers, and administrators, based on annual progress in core academics, on an individual student basis.
2. **Management** of public education should be modified to better align accountability, responsibility, and authority with the execution of the strategy.
3. **Funding** of public education needs to be stabilized in the short term and increased in the long term.
4. **School choice** should be expanded to better allow parents to choose the school best suited to their child's needs.

SB 154 --- Public Education Amendments

From the Coalition
Reportto a Bill

Sponsored by Senator Tom Hatch



154 Education Amendments

“The Legislature finds that a free public education should:

Prepare each student for the student’s choice of higher education or gainful employment, focusing on the core academic skills of reading, writing, science, and mathematics, balanced with exposure to the arts and **applied technology** which will enable students to.....”

SB 154 Education Amendments

Develop a statewide strategy to focus on **core academics** including:

- Increase graduation requirements...
 - “Include instruction that stresses general financial literacy from basic budgeting to financial investments, including bankruptcy education; and increase graduation requirements in language arts, mathematics, and science to exceed the existing credit requirements of 3.0 units in language arts, 2.0 units in mathematics, and 2.0 units in science.”
- Core curriculum shall include learning how to ...
 - Communicate effectively, both verbally and through written communication
 - Apply mathematics
 - Access, analyze, and apply information
 - Train students in the key attributes required for successful living

SB 154 Education Amendment


- Use Competency Based Standards and Assessments
 - Individual student learning targets
 - Methods of measuring student performance and incentives to achieve student goals
 - Annual report card for school and district performance
 - Method to encourage districts to achieve and improve performance
 - Provide remediation programs
 - Establish competency based standards and assessments for elective courses.
- Professional development programs
 - For teachers, superintendents, and principals
 - Method to identify and share best practices

SB 154 Education Amendments

- Core Curriculum...
 - “Shall increase in depth and complexity from year to year and focus on consistent and continual progress within and between grade levels and courses in the core academic areas of: English, including explicit phonics, spelling, grammar, reading, writing, vocabulary, speech, and listening, and mathematics, including basic computational skills.”
- State Board Shall...
 - Recommend a competency based WPU
 - Reallocate teaching resources from “non core electives” to grades 1-3, and math and English in grades 7-12

State Board Proposed Graduation Requirements

....Started work on
this proposal in 2002



Graduation Requirements

Goals

1. “Raise the bar” – graduate with competency.
2. Focus on core academics and maintain a balanced curriculum.
3. Will require significant
 - parental involvement,
 - increase student commitment, and
 - increase public support to be successful

Graduation Requirements

Present Requirements - 24 units

15 units in various subjects

9 electives

Proposed Requirements - 18 units

15 units plus 3 electives in area of focus

Demonstrate competency in all subjects

Includes 3.5 of units – exit competencies

Graduation Requirements

Preparatory Areas

Language Arts	2
Math	1
Science	1
Social Studies	2
Fine Arts	1.5
Health	1
Physical Fitness	1
Educational Tech	.5
Financial Literacy	.5
Applied Technology	1
Focus Electives	3
	14.5

Exit Competencies

Language Arts – 11 th grade	= 1
Geometry or Applied Math II or higher*	= 1
Biology, Chemistry, Physics or other	= 1
United States Government & Citizenship	= .5

3.5
= 18 Total

Graduation Requirements

Successful demonstration of competency

1. Earning a grade of C or better in a class with the appropriate content and passing (scoring “sufficient” or better) the appropriate criterion referenced, end-of-level test (CRT) within Utah
2. Earn a grade of A in the class and taking the CRT (where available)
3. Provide evidence of preparation in the subject area and passing the CRT within U-PASS (where available) at the “substantial” level
4. Where end-of level CRTs do not exist, successfully passing a class of the appropriate content with a grade of C or better, or demonstrating competency in the subject area according to requirements established by the state office.

Graduation Requirements

- Competency in math must be demonstrated during the “last year” of high school*
- SEOP is fundamental
- Plan will required additional funding
- Articulation with higher education needed
- Middle level needs to count
- Take effect for the class of 2008

Graduation Requirements

Frequently Asked Questions

- Are you eliminating electives?
- Will low performing students have to take remedial classes and be excluded from taking electives?
- What is in this for the top-performing students?
- Isn't going from 24 to 18 credits going backwards?
- Who will determine the 3 elective areas of focus?
- What does higher ed think?
- Why make 1/3 of the additional electives academic courses?
- What is this 6 period day emphasis?
- What will happen to the drop out rate?

Graduation Requirements

Time Line

Sept. – Oct.	Public comment meetings held in areas of state, hosted by Board Members
October	Ad Hoc Committee meets to refine proposal
Fall 2003	Governors Competency Summit
Fall 2003	Final action to approve new graduation requirements by Utah State Board of Education

Implications for ATE

- More focus on academics courses
- Increased role for counselors
- ATE needs to teach and reinforce numeracy, literacy, and writing
- Provide “rigor and relevance”
- Communicate value of ATE Competency Skill tests
- Emphasize soft skill/SCANS/Life Skills taught in ATE
- Communicate value of ATE and a comprehensive high school
- Work with our business partners to align and communicate
- Academic focus coupled with tight resources=careful examination

AT THE TABLE COMMUNICATING CONTRIBUTIONS